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A SURVEY OF PUBLIC LIBRARIANS' ATTITUDES TOWARD THE MARKETING
OF LIBRARY SERVICES

by
Jon C. Parker

A Thesis

Submitted in partial fulfillment of the requirements of the
Master of Arts Degree
of
The Graduate School
at
Rowan University
April 27, 2001

Approved by

Professor

Date Approved 5/01/01

ABSTRACT

Jon C. Parker. A Survey of Public Librarians' Attitudes Toward the Marketing of Library Services. 2001. Under the direction of Dr. Marilyn L. Shontz, Program in School and Public Librarianship.

The purpose of this study was to identify attitudes of public librarians toward the marketing of library services, and relate these attitudes to selected independent variables. A questionnaire was developed and mailed to 1198 individual members of the New Jersey Library Association. Usable responses were received from 415 public librarians. The results were analyzed using various statistical techniques, including correlations and analysis of variance (ANOVA). Although most of the respondents had generally positive attitudes toward library marketing, there were some statistically significant differences between subgroups. For example, more positive attitudes toward marketing were expressed by library administrators, librarians who had taken a course or workshop in marketing, and those who perceived marketing to be a high priority in their libraries. Implications for library practice and library education are briefly discussed.

MINI-ABSTRACT

Jon C. Parker. A Survey of Public Librarians' Attitudes Toward the Marketing of Library Services. 2001. Under the direction of Dr. Marilyn L. Shontz, Program in School and Public Librarianship.

A survey was conducted to identify attitudes of public librarians toward the marketing of library services, and relate these attitudes to selected independent variables. Usable responses were obtained from 415 members of the New Jersey Library Association. The results were examined with reference to their implications for library practice and library education.

ACKNOWLEDGEMENTS

This thesis could not have been completed without the support and guidance of my thesis advisor, Dr. Marilyn L. Shontz, and my parents. I also received valuable advice from my seminar classmates, as well as from Dr. Holly G. Willett of Rowan University, Dr. Carol Kaufman-Scarborough of Rutgers University, and Ms. Patricia Tumulty, Executive Director of the New Jersey Library Association. I also wish to thank Ms. Tumulty for providing access to the NJLA membership list and mailing labels.

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CHAPTER I

STATEMENT OF THE PROBLEM

Significance of the Topic

Some people may not take full advantage of all the services available in public libraries. Libraries may not market themselves as well as businesses. Possible reasons for this are that many librarians may not be knowledgeable about marketing, may not think marketing is important, or may actually have negative attitudes about marketing.

Greiner (1990) examined the role of marketing in public libraries and the views of leading members of the Public Library Association. She quoted Pamela Brown of the Baltimore Public Library, who said that “there is a great deal of confusion about the terms ‘marketing’ and ‘public relations,’ causing some anxiety among librarians” (p. 11). John Christensen, a library director from Mankato, Minnesota, observed that many librarians have a narrow understanding of marketing. “Marketing is often thought of as public relations, promotions, and selling. However, marketing is satisfying the needs of a customer” (p. 12). Greiner noted that businesses understand that good marketing is essential, and that it includes the “four P’s” of product, price, place (distribution) and promotion. She applied this to the library setting as follows:

The public library’s products are the programs, resources, and services provided for the patrons. Price is what the community must pay to keep the library functioning at a particular level, place concerns access, and promotion refers to letting the community know what the library has to offer (p. 11).

Today a public library can not just assume that, if it offers good services, it does not have to market them. The library also has to constantly reconsider whether it needs to offer new services to satisfy patron needs, to find the best ways to make its services accessible to patrons, to make the public fully aware of what is offered, and to consider how much each service will cost the individual patron or the community as a whole.

Purpose of the Study

The purpose of this study was to survey a sample of public librarians to identify their attitudes toward the marketing of library services and to examine the effects of selected variables on these attitudes. There are many books and articles explaining how marketing can be applied to libraries. However, there are few studies that have examined whether librarians are knowledgeable about marketing or what their attitudes toward marketing are. The results of this study could be used to better train librarians to use marketing techniques to help improve usage of library services.

Definition of Terms

Public Library: Any library which provides general library services without charge to all residents of a given community, district, or region. Supported by public funds, the public library makes its basic collections of basic services available to the population of its legal service area without charges to individual users, but may impose charges on users outside its legal service area. Products and services beyond the library's basic services may or may not be provided to the public at large and may or may not be provided without individual charges (Young, 1983, p. 181).

Librarian: A class of library personnel with professional responsibilities, including those of management, which require independent judgment, interpretation of rules of procedure, analysis of library problems, and formulation of original and creative solutions, normally utilizing knowledge of library and information science represented by a master's degree (Young, 1983, p. 130).

Library User: A person who uses library materials or services (Young, 1983, p. 132).

Attitudes: enduring systems of positive or negative evaluations of, or emotional feelings toward, an object. (Lovelock & Weinberg, 1989, p. 499).

Marketing: A purposive group of activities which foster constructive and responsive interchange between the providers of library and information services and the actual and potential users of these services. These activities are concerned with the products, costs, methods of delivery, and promotional methods (Young, 1983, p. 140).

Because of the importance of the concept of marketing to this study and the possibility that some readers may be unfamiliar with marketing, two other definitions can be cited. The American Marketing Association defined marketing as:

The process of planning and executing the conception, pricing, promotion, and distribution of ideas, goods, and services to create exchanges that satisfy individual and organizational objectives (Bennett [1995], p. 31).

Weingand, in *Marketing/Planning Library and Information Services* (1987), quoted a more extensive definition by Kotler that is relevant to libraries:

Marketing is the analysis, planning, implementation, and control of carefully formulated programs designed to bring about voluntary exchanges of values with

target markets for the purpose of achieving organizational objectives. It relies heavily on designing the organization's offering in terms of the target market's needs and desires, and on using effective pricing, communication, and distribution to inform, motivate, and service the markets (p. 5).

Although the American Library Association definition of marketing (Young, 1983) was the basis for this study, the other definitions provided guidance for the literature review and questionnaire development.

Assumptions and Limitations

One assumption of this study was that improved marketing of library services by public libraries can result in better service to the public and possibly increased usage of services by current and potential patrons. Another was that the public librarians surveyed provided accurate and useful information on their activities and attitudes relevant to marketing and public libraries.

The main limitation of the study was that the findings were limited to the attitudes and practices of a sample of public librarians in New Jersey.

CHAPTER II

REVIEW OF THE LITERATURE

There are various sources of information about the marketing of library services. Marketing researchers have written numerous books on marketing for public and non-profit organizations (e.g., Kotler & Andreasen, 1987; Lovelock & Weinberg, 1989). In the library field, writers such as Weingand have written several books applying marketing theories directly to libraries (e.g., Weingand, 1987, 1997, 1998). Others have focused specifically on the promotion part of marketing, and have written books showing how libraries can better promote themselves (e.g., Edsall, 1980; Jones, 1991). Norman (1989) published a review of the literature on marketing of library and information services. There is also a newsletter, *Marketing Library Services*, currently published by Information Today, Inc. in Medford, New Jersey.

There has also been some empirical research on the extent to which libraries actually use marketing techniques. For example, Doherty, Saker and Smith (1995) found that public libraries that offered a broader range of services tended to engage in more marketing activities.

However, there has been very little written about the attitudes of librarians, possibly because many writers believe that some librarians question the need for libraries to do marketing. For example, Grunenwald, Felicetti and Stewart (1990) observed that:

Many librarians have been reluctant to adopt and implement marketing strategies.

It has been widely believed that marketing activities were inappropriate and perhaps unnecessary for libraries (p. 5).

Dragon and Leisner (1984) observed that, by the early eighties, the library profession had “begun to take a keen interest in learning about marketing,” but that this did not “mean that it is universally accepted as an appropriate model for the conduct of library business” (p. 33). They felt that there was a strong connection between good library service and marketing. As they put it, “understanding patron needs and designing products and services to meet these needs *is* marketing” (p. 34).

However, others were critical of using marketing concepts in the library. Dessauer (1983) felt that libraries are “depositories of civilization” (p. 67) and should build collections based on professional opinions rather than the wants of users. He argued that libraries should maintain collections only of important works, and definitely not popular books (such as romance novels) that patrons could find in any bookstore. Berry (1981) complained about the “marketization” of libraries (p. 5), and felt that information should not be subjected to the laws of the marketplace.

Other experts felt that such criticisms resulted from misunderstandings about marketing and its relationship to public services, and believed that once librarians learned to better understand marketing their hesitations would diminish (Conroy, 1982). For example, Grunenwald, Felicetti and Stewart (1990) conducted research to see whether the attitudes of librarians would change after they took a marketing workshop or seminar. Respondents were 165 persons (not all were professional librarians) who took a library marketing workshop and filled out a similar questionnaire both before and after the workshop. The authors found that respondents’ attitudes changed in some areas but not in others. However, they concluded that exposure to marketing concepts in a workshop

setting could be an effective way to create interest and positive attitudes toward marketing:

Participants did learn about marketing and gained a better understanding of library marketing. In addition, participants enjoyed learning about library marketing and were less inclined to view marketing as only hype and hustle. The workshop experience also helped participants to realize that marketing has a legitimate place in a library environment (pp. 8-9).

Greiner (1990) interviewed several of the founding members of the Marketing Public Libraries Section (MPLS) created within the Public Library Association (PLA) in 1989. In general, they felt that too many librarians have a stereotyped view of marketing. As David Gray Remington (one of the library directors interviewed by Greiner) put it:

Marketing is not selling, nor is it just public relations or publicity. The word “marketing” connotes library management which extends beyond ... the traditions of service into which we may have settled comfortably. Library marketing suggests a *pro-active, listening* relationship to communities served (Greiner, 1990, p. 15).

Another library director, Pamela Brown, said that:

Having a marketing orientation is recognizing that services are customer-driven. We must step out of the mindset that we already have a product, and the public relations department simply needs to promote it more aggressively. That is backwards. In the right alignment, the library’s marketing efforts will determine the library’s services, based on customer needs and wants, and then the public

relations department will communicate that information to customers (Greiner, p. 11).

Of course, the positive attitudes toward marketing reported by Greiner (1990) are those of public library administrators with an interest and involvement in library marketing, and are not necessarily representative of the opinions of librarians who are not as knowledgeable about library marketing.

More recent research showed that many librarians were still interested in marketing, but they may have many misunderstandings about it. Savard (1996) conducted an exploratory interview study of 12 Canadian library administrators. Based on their comments, he concluded that:

While librarians show a growing interest for marketing, their concept of marketing seems inaccurate ... the marketing orientation, as defined by experts, is insufficiently developed among librarians (p. 41).

Savard concluded that librarians still tend to think of marketing as only selling or promoting the library, not realizing that library marketing refers to a total organizational effort to attract and serve library users.

CHAPTER III

METHODOLOGY

Overall Design and Justification

This report presents the results of a survey of public librarians regarding their attitudes toward marketing and the marketing of library services. The literature review revealed that there were some misunderstandings about marketing, and a belief among some librarians that marketing was either not applicable or not appropriate for libraries. On the other hand, some library experts concluded that marketing was appropriate and even essential for public libraries. However, no study could be found that surveyed a large sample of public librarians to determine their actual attitudes toward marketing. Therefore, the present study involved development of a questionnaire for this purpose. This survey identified some positive and negative attitudes toward marketing among professional librarians, as well as some of their other perceptions regarding marketing, and identified independent variables that were related to these attitudes and perceptions.

Statement of Purpose and Research Questions

The purpose of this study was to survey public librarians to identify their attitudes toward the marketing of library services and to examine the effects of selected variables on these attitudes. The questions of interest included the degree to which librarians were involved with marketing, the degree to which they had positive or negative attitudes toward marketing, and the degree to which their attitudes were influenced by selected independent variables.

Population and Sample

The population of interest in this study was public librarians. The New Jersey Library Association (NJLA) provided a current list of its members for the survey mailing. Questionnaires were sent to all 1198 individual members of the NJLA on February 21, 2001.

It is believed that a majority of NJLA members are public librarians. However, there was no way to determine from the membership list which of the members were public librarians and which worked in other settings such as school libraries, college/university libraries, etc. Therefore, one of the questionnaire items asked in which type of library the respondents were employed. Responses from persons who were not public librarians were excluded from data analysis.

Variables

The main dependent variables in the study were a variety of attitudes of librarians toward marketing (e.g. whether they perceive any benefits to library marketing), whether they were knowledgeable about marketing, and their degree of involvement in certain marketing-related activities. Independent variables considered included individual librarian characteristics such as:

- the librarian's age
- the librarian's gender
- job responsibility (e.g. administration, reference, etc.)
- number of years of experience
- level of education

- how long ago they had their library education
- whether or not they had taken marketing courses or workshops
- whether they had any personal experience with library marketing

The study also investigated the effects of characteristics of the library and the community, such as:

- size of library (number of librarians)
- size of community
- income level of community

Method of Data Collection

All 1198 individual NJLA members were mailed the survey questionnaire and cover letter on February 21, 2001. The questionnaire (see Appendix A) consisted primarily of seven-point Likert-scaled items asking respondents to indicate their level of agreement or disagreement with statements about library marketing. There were also several items that asked about the degree to which certain marketing-related activities were part of the respondent's work responsibility, and how important to their library the respondent perceived these activities to be. The final section of the questionnaire contained items addressing the independent variables.

Reliability and Validity

Face validity of the questionnaire items was determined by pre-testing the questionnaire with some colleagues, including peers in the Rowan University Master of Arts Program in School and Public Librarianship, some of whom were already practicing

librarians. The questionnaire was also evaluated by three experts: the author's faculty advisor, another member of the Rowan University library faculty, and one outside expert on survey research from Rutgers university.

Reliability of the items was determined by (a) using two or more different items to measure each of the more important attitudes under investigation (this would allow combining inter-correlated items into composite scales); and (b) using statistical techniques (Cronk, 1999; Hafner, 1998) to test the results for reliability during the data-analysis phase of the project (see Chapter 4).

CHAPTER IV

RESULTS

Response Rate

Questionnaires were mailed to 1198 individual members of the New Jersey Library Association (NJLA) in February 2001. There were 623 total responses, for an overall response rate of 52%. However, respondents were included in the study only if they answered question 1 in part II of the questionnaire (see Appendix A) indicating that they worked in a public library. Several respondents who had recently retired from careers as public librarians were also included. After excluding responses from those who were not public librarians, and other non-usable responses, 415 responses were usable for the purposes of this study. The analysis in this chapter is therefore based on responses of 34.6% of those who were sent the questionnaire. These responses were tabulated and analyzed using the SPSS statistical package (Cronk, 1999).

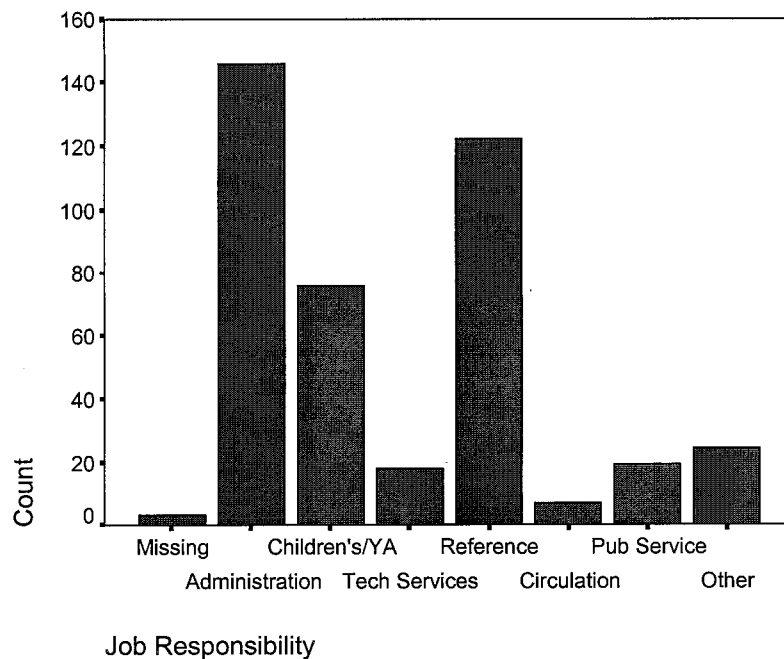
Characteristics of the Respondents

Respondents were asked to indicate their primary *job responsibility*. The largest proportion of those 415 persons responding to this question, representing 35.4% of the responses, indicated that they were in library administration (see Table 1). Reference librarians comprised 29.6% of the respondents, followed by children's/YA (18.4%), public service (4.6%), technical services (4.4%) and circulation (1.7%). Of the 5.8% of respondents who chose "other," most made no entry in a blank space provided to indicate

Table 1

Respondent's Primary Job Responsibility

		Job Responsibility			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Administration	146	35.2	35.4	35.4
	Children's/YA	76	18.3	18.4	53.9
	Tech Services	18	4.3	4.4	58.3
	Reference	122	29.4	29.6	87.9
	Circulation	7	1.7	1.7	89.6
	Pub Service	19	4.6	4.6	94.2
	Other	24	5.8	5.8	100.0
	Total	412	99.3	100.0	
Missing	System	3	.7		
Total		415	100.0		



their job responsibility. Those who made entries in this blank indicated one of the following job descriptions:

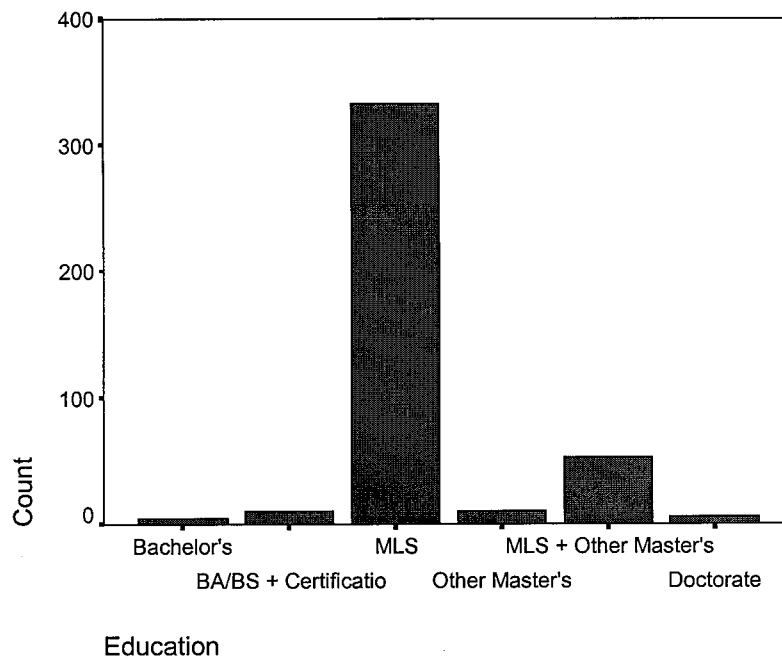
- Branch Supervisor/Manager
- Extension Services Coordinator
- Library Services Coordinator
- Public Relations
- Public Services Manager
- Collection Development
- Special Collections
- Adult Services
- Youth Services
- Information Services
- System Administrator
- Web Director
- Computer/Internet Instructor

When asked about their level of *education*, the largest proportion (80.2%) indicated an MLS degree (see Table 2). Another 12.5% had an MLS plus another master's degree. All other categories combined amounted to only 7.2%. Due to the fact that a number of respondents were already employed as librarians while completing their library education, there were four respondents (1%) with only a bachelor's degree. Ten respondents (2.4%) indicated having a BA or BS plus certification, another ten (2.4%) had a different master's degree, and six (1.4%) had a doctorate.

Table 2

Respondent's Level of Education

Education		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bachelor's	4	1.0	1.0	1.0
	BA/BS + Certification	10	2.4	2.4	3.4
	MLS	333	80.2	80.2	83.6
	Other Master's	10	2.4	2.4	86.0
	MLS + Other Master's	52	12.5	12.5	98.6
	Doctorate	6	1.4	1.4	100.0
	Total	415	100.0	100.0	



Respondents were asked if they had taken a *course in marketing* during their library education. Here only 4.7% had taken such a course (see Table 3). The great majority, 95.3%, had never taken such a course.

Another question asked whether respondents had taken a *course or workshop* in marketing in the last five years. Approximately half (49.5%) had not (see Table 4), but 41.7% had taken one in the past five years, and another 8.7% indicated having taken a course or workshop more than five years ago.

Respondents were asked *how long ago they had completed their education*. More than half (56.3%) did so 16 or more years ago (see Table 5). The results were similar for a question as to how many *years of experience* they had, where 62.3% had 16 or more years of experience (see Table 6). This was consistent with the *ages* of the respondents in that 74.9% reported being 46 years old or older (see Table 7). In addition, 86.6% of the respondents were *female* (see Table 8).

The overall profile of the respondents was that most tended to be middle aged or older, with considerable experience and graduate education, and with a large proportion involved in library administration. There were no available data that would allow a determination of whether this represented a response bias, or whether it accurately reflects the individual public librarian members of the NJLA as a whole.

Characteristics of the Community

Several questions were used to identify characteristics of the community in which the respondent's library was located, including characteristics of the library itself. Respondents were asked for the *number of librarians in their branch* (see Table 9) and in

Table 3

Did Respondent Take a Marketing Course During Their Library Education?

Marketing Course in Library Ed?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Took Course	19	4.6	4.7	4.7
	No Course	389	93.7	95.3	100.0
	Total	408	98.3	100.0	
Missing	System	7	1.7		
Total		415	100.0		

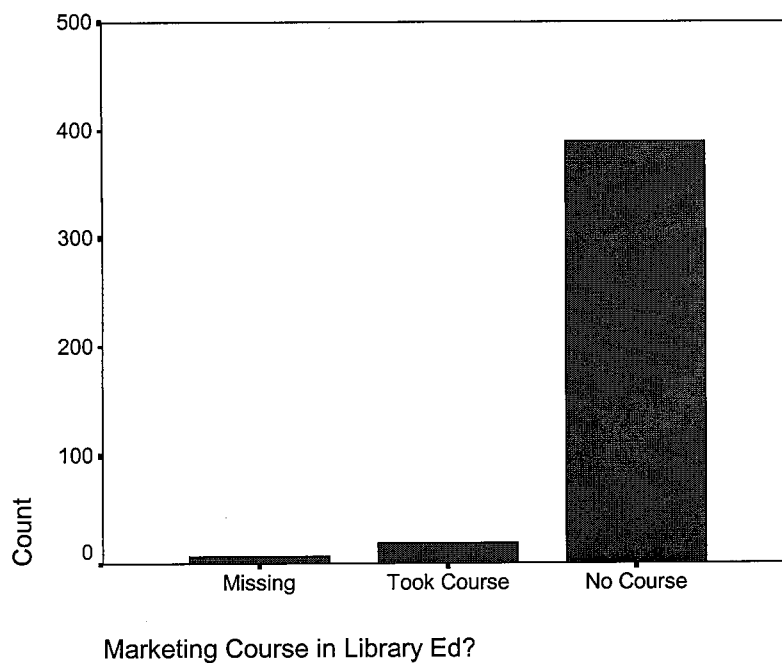
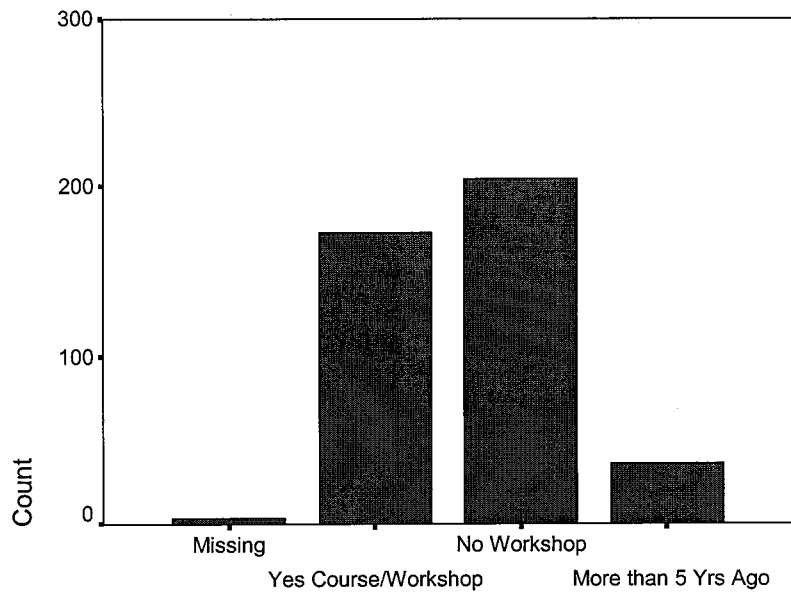


Table 4

Did Respondent take a Marketing Course or Workshop in the Past Five Years?

Marketing Course/Workshop Last 5 Yrs?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes Course/Workshop	172	41.4	41.7	41.7
	No Workshop	204	49.2	49.5	91.3
	More than 5 Yrs Ago	36	8.7	8.7	100.0
	Total	412	99.3	100.0	
Missing	System	3	.7		
Total		415	100.0		



Marketing Course/Workshop Last 5 Yrs?

Table 5

Years Since Respondent Completed Their Education

Yrs Ago Compl Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Curr in School	11	2.7	2.7	2.7
	Past 5 Yrs	50	12.0	12.1	14.8
	6 to 10	66	15.9	16.0	30.8
	11 to 15	53	12.8	12.9	43.7
	16 to 20	45	10.8	10.9	54.6
	21 or more	187	45.1	45.4	100.0
	Total	412	99.3	100.0	
Missing	System	3	.7		
Total		415	100.0		

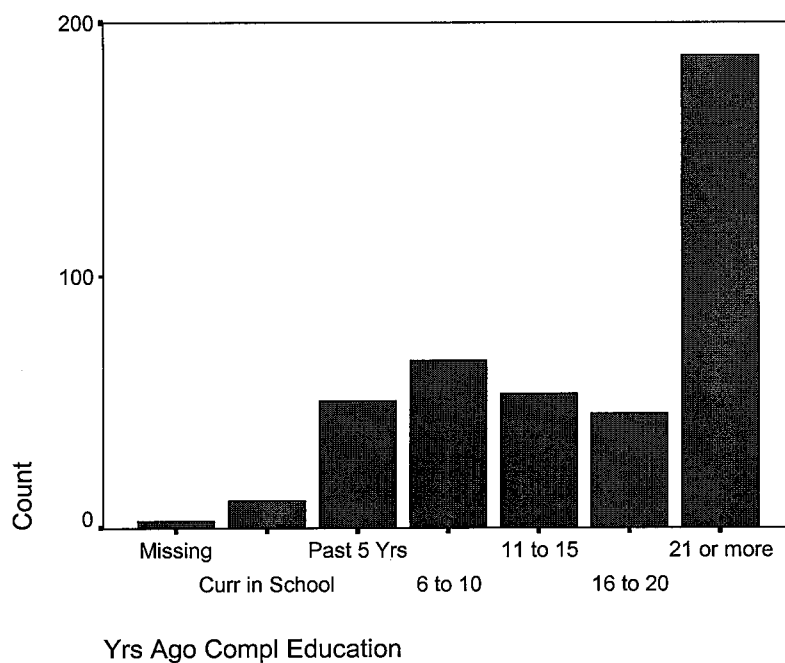


Table 6

Years of Library Experience

		Years of Experience			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5 or fewer	38	9.2	9.2	9.2
	6 to 10	58	14.0	14.0	23.2
	11 to 15	60	14.5	14.5	37.7
	16 to 20	65	15.7	15.7	53.4
	21 or more	193	46.5	46.6	100.0
	Total	414	99.8	100.0	
Missing	System	1	.2		
Total		415	100.0		

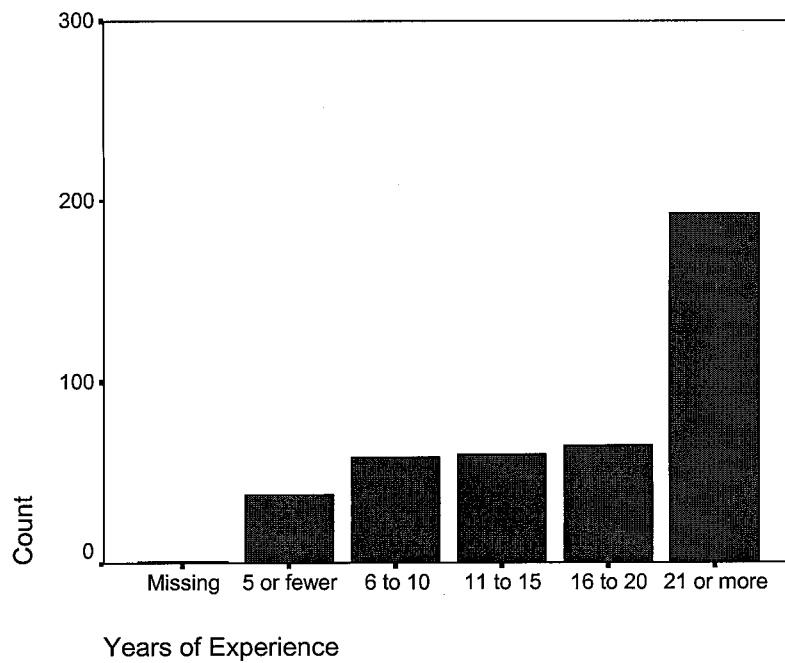


Table 7

Respondent's Age

Respondent Age		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25 or under	4	1.0	1.0	1.0
	26-35	34	8.2	8.2	9.2
	36-45	66	15.9	15.9	25.1
	46-55	212	51.1	51.1	76.1
	56-65	79	19.0	19.0	95.2
	66 or older	20	4.8	4.8	100.0
	Total	415	100.0	100.0	

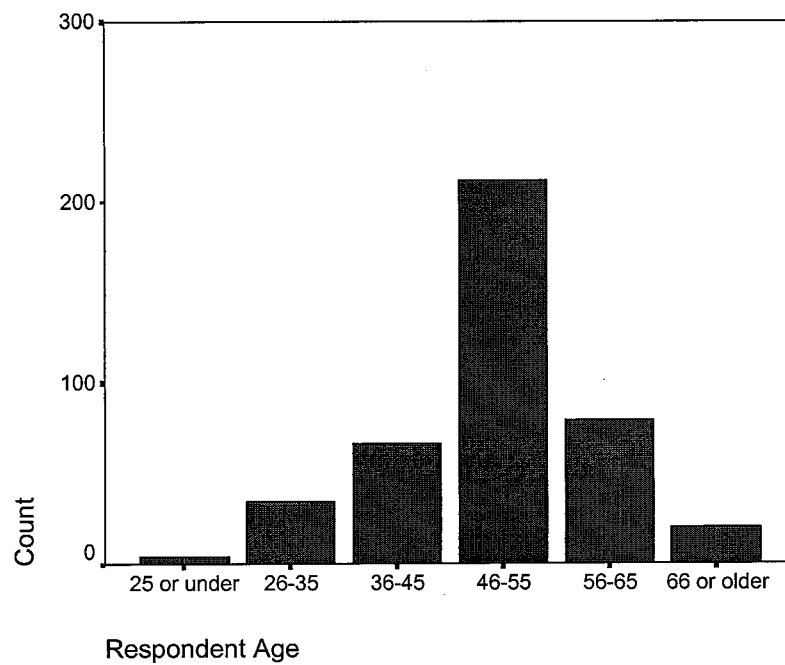


Table 8

Respondent's Gender

Respondent Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	53	12.8	13.4	13.4
	Female	344	82.9	86.6	100.0
	Total	397	95.7	100.0	
Missing	System	18	4.3		
Total		415	100.0		

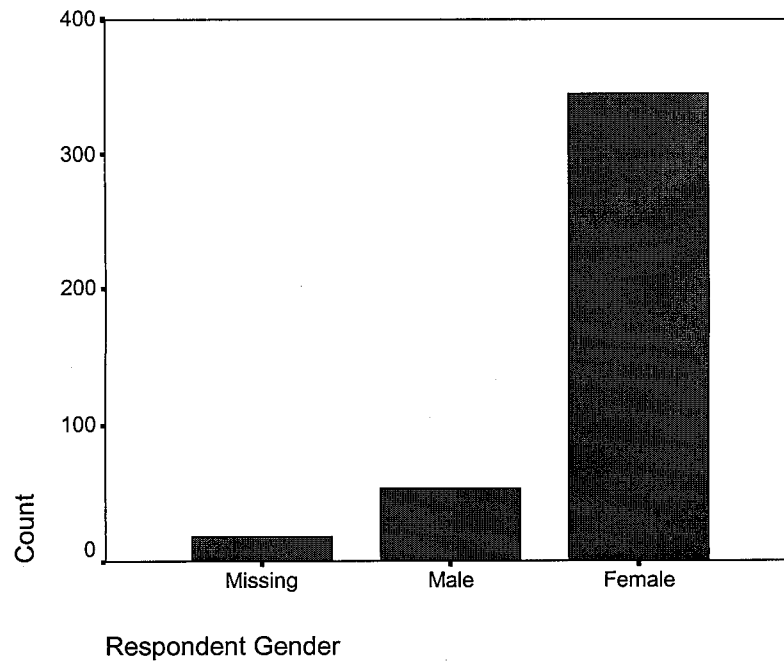
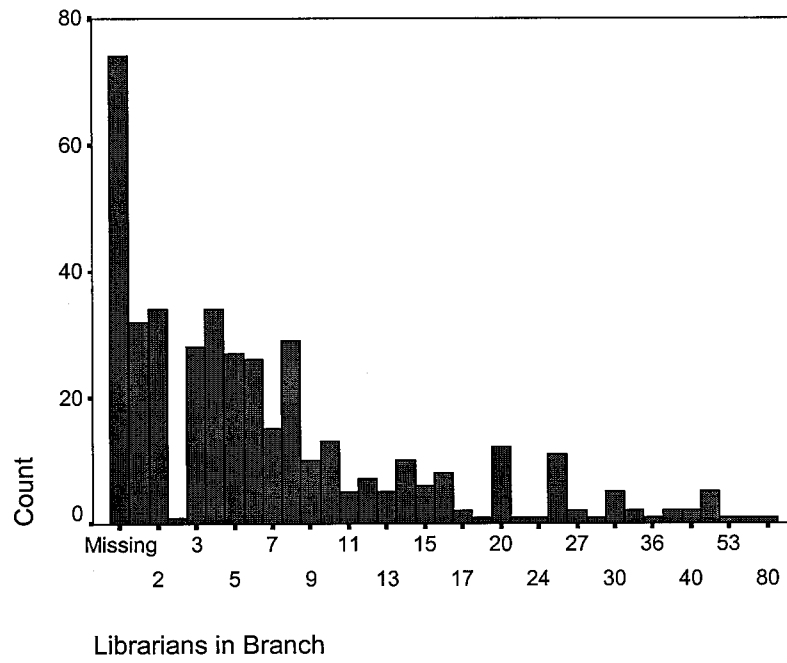


Table 9

Number of Librarians in the Respondent's Branch**Librarians in Branch**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	32	7.7	9.4	9.4
	2	34	8.2	10.0	19.4
	3	1	.2	.3	19.6
	3	28	6.7	8.2	27.9
	4	34	8.2	10.0	37.8
	5	27	6.5	7.9	45.7
	6	26	6.3	7.6	53.4
	7	15	3.6	4.4	57.8
	8	29	7.0	8.5	66.3
	9	10	2.4	2.9	69.2
	10	13	3.1	3.8	73.0
	11	5	1.2	1.5	74.5
	12	7	1.7	2.1	76.5
	13	5	1.2	1.5	78.0
	14	10	2.4	2.9	80.9
	15	6	1.4	1.8	82.7
	16	8	1.9	2.3	85.0
	17	2	.5	.6	85.6
	18	1	.2	.3	85.9
	20	12	2.9	3.5	89.4
	21	1	.2	.3	89.7
	24	1	.2	.3	90.0
	25	11	2.7	3.2	93.3
	27	2	.5	.6	93.8
	29	1	.2	.3	94.1
	30	5	1.2	1.5	95.6
	35	2	.5	.6	96.2
	36	1	.2	.3	96.5
	39	2	.5	.6	97.1
	40	2	.5	.6	97.7
	50	5	1.2	1.5	99.1
	53	1	.2	.3	99.4
	60	1	.2	.3	99.7
	80	1	.2	.3	100.0
	Total	341	82.2	100.0	
Missing	System	74	17.8		
Total		415	100.0		

Table 9 (Continued)



their library *system* as a whole (see Table 10). A relatively large percentage of respondents did not answer one or both of these questions. No response was provided by 17.8% of the respondents for the item concerning the number of librarians in their branch, and 49.4% for the item concerning the number of librarians in their system. Of those who did answer these questions, the responses were quite varied. However, a majority of respondents worked in libraries with six or fewer librarians in their branch (53.4%) and 17 or fewer librarians in their system (51.9%). There was also considerable variation in the size of the library community's *population* (see Table 11), but approximately two thirds (64.9%) were communities of fewer than 50,000 people.

Respondents were also asked to indicate the *community's income*, based on subjective categories ranging from "low" to "affluent" (see Table 12). Although the category receiving the largest number of responses was "average" (38.1%), 44.9% of the respondents perceived their libraries to be located in "above average" or "affluent" communities, while only 15.1% perceived their communities to be either "low" or "below average." It should be emphasized that this item represented a subjective perception rather than an objective measure.

Attitudes Toward Marketing

Respondents were asked for their level of agreement with 44 items related to their attitudes toward the marketing of library services, as well as their level of knowledge about marketing and their involvement in marketing activities. (See the questionnaire in Appendix A for the exact wording of all questions.) Although very few respondents

Table 10

Number of Librarians in Respondent's Library System

Librarians in System					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	13	3.1	6.2	6.2
	2	3	.7	1.4	7.6
	3	9	2.2	4.3	11.9
	4	9	2.2	4.3	16.2
	5	12	2.9	5.7	21.9
	6	10	2.4	4.8	26.7
	7	8	1.9	3.8	30.5
	8	7	1.7	3.3	33.8
	9	4	1.0	1.9	35.7
	10	4	1.0	1.9	37.6
	11	2	.5	1.0	38.6
	12	4	1.0	1.9	40.5
	13	2	.5	1.0	41.4
	14	4	1.0	1.9	43.3
	15	9	2.2	4.3	47.6
	16	6	1.4	2.9	50.5
	17	3	.7	1.4	51.9
	18	2	.5	1.0	52.9
	19	4	1.0	1.9	54.8
	20	13	3.1	6.2	61.0
	21	3	.7	1.4	62.4
	22	3	.7	1.4	63.8
	23	1	.2	.5	64.3
	24	1	.2	.5	64.8
	25	5	1.2	2.4	67.1
	27	1	.2	.5	67.6
	29	1	.2	.5	68.1
	30	10	2.4	4.8	72.9
	32	1	.2	.5	73.3
	35	1	.2	.5	73.8
	39	1	.2	.5	74.3
	40	3	.7	1.4	75.7
	45	2	.5	1.0	76.7
	50	7	1.7	3.3	80.0
	55	1	.2	.5	80.5
	60	3	.7	1.4	81.9
	62	1	.2	.5	82.4
	65	2	.5	1.0	83.3
	70	4	1.0	1.9	85.2
	75	2	.5	1.0	86.2
	80	2	.5	1.0	87.1
	82	1	.2	.5	87.6
	85	1	.2	.5	88.1
	90	3	.7	1.4	89.5
	92	1	.2	.5	90.0
	94	1	.2	.5	90.5
	96	1	.2	.5	91.0
	100	9	2.2	4.3	95.2
	120	1	.2	.5	95.7
	150	2	.5	1.0	96.7
	170	1	.2	.5	97.1
	180	1	.2	.5	97.6
	200	5	1.2	2.4	100.0
	Total	210	50.6	100.0	
Missing	System	205	49.4		
Total		415	100.0		

Table 10 (Continued)

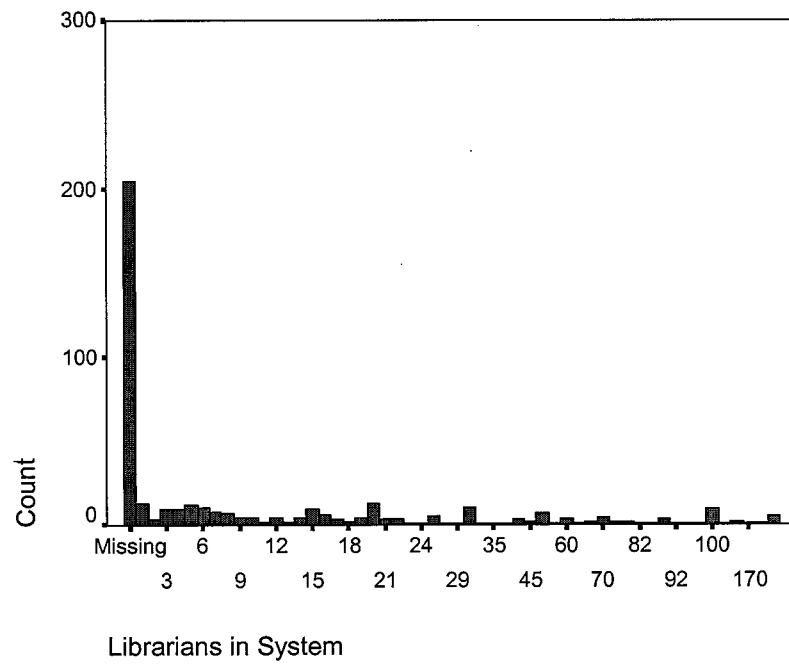


Table 11

Community Population

Community Population

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below 25,000	150	36.1	36.9	36.9
	25-49,999	114	27.5	28.0	64.9
	50-99,999	64	15.4	15.7	80.6
	100-199,999	24	5.8	5.9	86.5
	200-399,999	29	7.0	7.1	93.6
	400-799,999	23	5.5	5.7	99.3
	800-999,999	2	.5	.5	99.8
	1 Million or Above	1	.2	.2	100.0
	Total	407	98.1	100.0	
Missing	System	8	1.9		
Total		415	100.0		

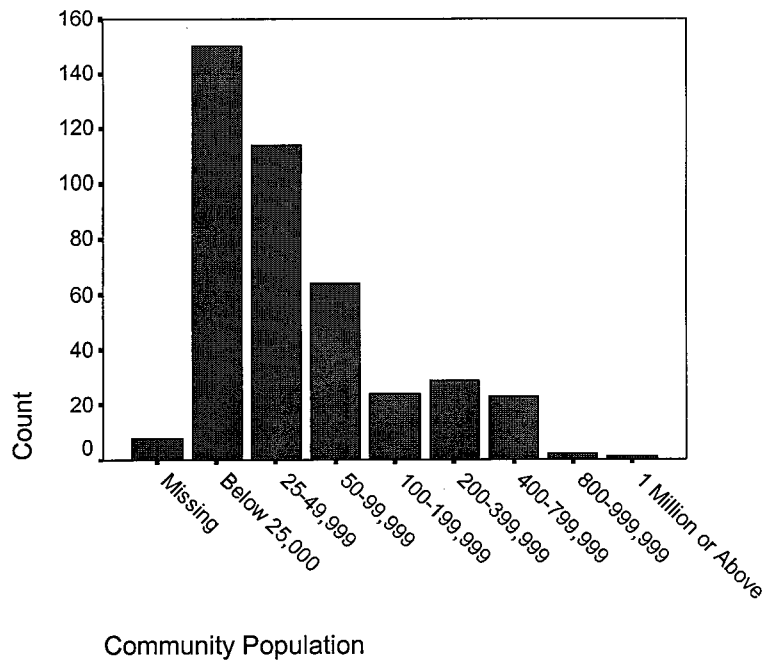
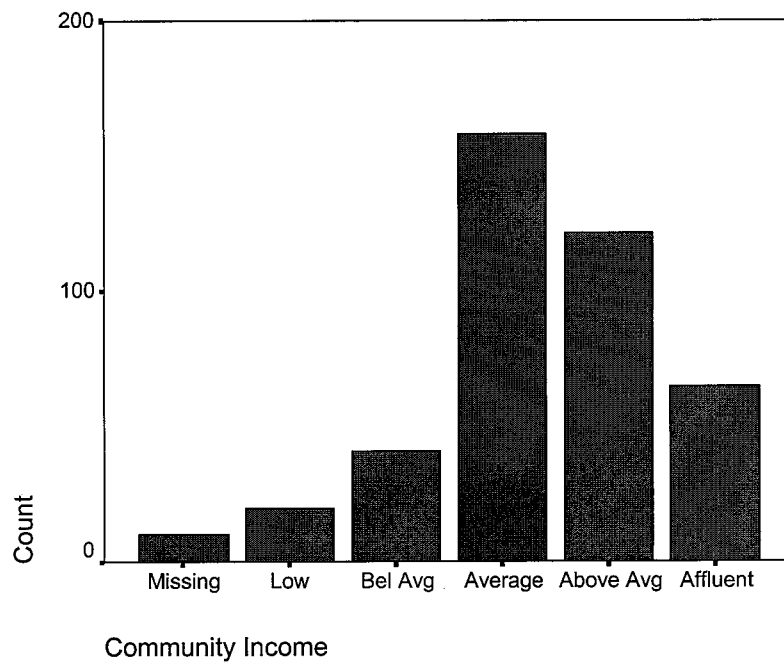


Table 12

Community Income

Community Income

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low	20	4.8	4.9	4.9
	Bel Avg	41	9.9	10.1	15.1
	Average	158	38.1	39.0	54.1
	Above Avg	121	29.2	29.9	84.0
	Affluent	65	15.7	16.0	100.0
	Total	405	97.6	100.0	
Missing	System	10	2.4		
Total		415	100.0		



strongly agreed with statements indicating negative attitudes toward marketing (see Table 13), there was considerable variation in the responses. Many of the responses were inter-correlated (Hafner, 1998), which means, for example, that respondents who agreed with one positive statement about marketing tended to also agree with other positive statements, and respondents who agreed with one negative statement about marketing tended to also agree with other negative statements.

In order to reduce all of these responses to a manageable number of variables, three scales were constructed by combining similar and highly inter-correlated items. A “Pro Marketing” scale was created by combining statements positive about marketing, an “Anti Marketing” scale was created by combining statements negative about marketing, and a “Marketing Knowledge and Experience” scale was created by combining items that indicated knowledge of marketing or involvement in marketing-related activities (see Table 14). Each of these scales was statistically tested for reliability using Cronbach’s alpha coefficient (Cronk, 1999), and the coefficients, ranging from .78 to .87, indicated a high degree of reliability.

In the next phase of the analysis, these variables were evaluated with respect to their correlations (Hafner, 1998) with each other and with other variables in the study (see Table 15). Not surprisingly, Pro Marketing and Anti Marketing showed a strong and significant (at the .05 level) negative correlation. Pro Marketing was positively and significantly correlated with Marketing Knowledge and Experience, which indicates that those who know about and use marketing tended to have favorable attitudes towards it.

Table 13

Descriptive Statistics for Attitudinal Questions

Question Number	Item	N	Minimum	Maximum	Mean	Standard Deviation
1	Relevant	415	1	7	6.18	1.22
2	Knowledgeable	414	1	7	4.15	1.46
3	Like Business	415	1	7	5.26	1.48
4	Development	414	1	7	6.11	1.05
5	Charge	409	1	7	4.53	1.95
6	Promotion	415	4	7	6.70	0.62
7	New Ways	413	3	7	6.32	0.85
8	Better Services	410	1	7	4.64	1.66
9	Involved	413	1	7	4.82	1.90
10	Persuade	413	1	7	2.80	1.57
11	Too Costly	413	1	7	3.24	1.82
12	Difficult to Apply	413	1	7	3.67	1.86
13	Uses Resources	415	1	7	3.05	1.59
14	Knowing More	412	1	7	5.42	1.46
15	Hype	415	1	7	2.78	1.59
16	Never Charges	415	1	7	3.67	2.06
17	Public Relations	415	4	7	6.77	0.50
18	Satisfy Wants	408	1	7	5.36	1.42
19	Vs. Professionalism	413	1	7	2.36	1.65
20	Public Aware	414	4	7	6.76	0.54
21	Need to Survive	414	1	7	6.03	1.27
22	Unnecessary	414	1	7	2.07	1.36
23	Require Course	414	1	7	5.09	1.66
24	Not Much Need	413	1	7	2.10	1.37
25	Monitor Needs	414	1	7	6.11	1.14
26	People Already Know	414	1	7	1.73	1.12
27	Not High Priority	413	1	7	3.38	1.84
28	Broader Range	408	1	7	4.80	1.66
29	Ad Prom Part	400	1	7	4.05	1.89
30	Mail News Part	405	1	7	2.98	2.03
31	Pat Survey Part	405	1	7	2.76	1.82
32	New Pat Part	403	1	7	4.30	2.05
33	New Serv Part	407	1	7	4.86	1.84
34	Database Part	398	1	7	2.84	2.21
35	Website Part	403	1	7	2.74	2.12
36	Other Part	48	1	7	6.02	1.51
37	Ad Prom Impt	398	1	7	5.71	1.42
38	Mail News Impt	400	1	7	4.99	1.82
39	Pat Survey Impt	397	1	7	4.43	1.90
40	New Pat Impt	398	1	7	5.76	1.55
41	New Serv Impt	400	1	7	5.63	1.37
42	Database Impt	390	1	7	5.49	1.74
43	Website Impt	397	1	7	5.58	1.67
44	Other Impt	48	3	7	6.69	0.75

Table 14

Composite Scales

Composite Scales	
Scale and Items	Alpha Coefficient
<u>Pro Marketing</u> Marketing is relevant to the needs of libraries. Libraries should market themselves more like businesses do. Knowing more about marketing techniques would be helpful to my work. Libraries need marketing to survive in an increasingly competitive environment. Library school programs should require a course in marketing. Advertising and promotion are important to my library.	.81
<u>Anti Marketing</u> Marketing is primarily used to persuade people to buy things they don't really need. Marketing is too costly for most libraries. It is more difficult to apply marketing techniques to libraries than to businesses. Marketing uses up resources that could be better used to provide more services. Marketing is mostly hype and hustle. Marketing is inconsistent with the professionalism of a librarian. Marketing is unnecessary because we barely have enough resources to meet current demand for library services. If a library already provides a full range of services, there isn't much need for marketing. Libraries don't need marketing because people already know what services we offer.	.87
<u>Marketing Knowledge & Experience</u> I am knowledgeable about marketing techniques. I have been personally involved in marketing library services. Advertising/promotion is a large part of my work. Attracting new patrons is a large part of my work. Developing new services is a large part of my work.	.78

Table 15

Correlations

Correlations												
	Pro Marketing	Anti Marketing	Mktg Knowledge & Experience	Yrs Ago Compl Education	Years of Experience	Respondent Age	Librarians in Branch	Librarians in System	Community Population	Community Income	Broader Range	Not High Priority
Pro Marketing	Pearson Correlation Sig. (2-tailed) N	1.000 -584** 394	.466** .000 382	.141** .005 392	.160** .001 393	.067 .184 394	.086 .123 325	.179** .011 202	.011 .834 387	.016 .754 384	.153** .002 390	-.394** .000 394
Anti Marketing	Pearson Correlation Sig. (2-tailed) N	-.584** .000 386	-.310** .000 383	-.073 .144 400	-.080 .108 402	.039 .433 403	-.106 .055 331	-.077 .271 207	-.026 .603 395	-.084 .095 393	-.104** .039 397	-.428** .000 403
Mktg Knowledge & Experience	Pearson Correlation Sig. (2-tailed) N	.466** .000 382	1.000 -.310** 391	.060 .240 389	.142** .005 390	.030 .553 391	-.045 .423 324	.131 .062 204	-.043 .397 383	.083 .107 382	-.117** .021 386	-.324** .000 391
Yrs Ago Compl Education	Pearson Correlation Sig. (2-tailed) N	.141** .005 392	.060 .240 389	1.000 412 411	.811** .000 411	.528** .000 412	-.001 .992 338	-.140** .043 209	.018 .721 404	.065 .191 402	.042 .394 405	-.044 .372 410
Years of Experience	Pearson Correlation Sig. (2-tailed) N	.160** .001 393	.142** .005 390	.811** .000 411	1.000 414 414	.516** .000 414	-.043 .431 340	-.083 .235 208	.055 .266 406	.067 .181 405	.052 .295 408	-.055 .262 412
Respondent Age	Pearson Correlation Sig. (2-tailed) N	.067 .184 394	.039 .433 403	.060 .240 389	.142** .005 390	.030 .553 391	-.045 .423 324	.131 .062 204	-.043 .397 383	.083 .107 382	-.117** .021 386	-.324** .000 391
Librarians in Branch	Pearson Correlation Sig. (2-tailed) N	.086 .123 325	-.106 .055 331	-.045 .423 324	.131 .062 204	.030 .553 391	-.045 .423 324	.131 .062 204	-.043 .397 383	.083 .107 382	-.117** .021 386	-.324** .000 391
Librarians in System	Pearson Correlation Sig. (2-tailed) N	.179** .011 202	.039 .433 403	.060 .240 389	.142** .005 390	.030 .553 391	-.045 .423 324	.131 .062 204	-.043 .397 383	.083 .107 382	-.117** .021 386	-.324** .000 391
Community Population	Pearson Correlation Sig. (2-tailed) N	.011 .834 387	.016 .754 384	.016 .754 384	.016 .754 384	.016 .754 384	.016 .754 384	.016 .754 384	.011 .834 387	.016 .754 384	.153** .002 390	-.394** .000 394
Community Income	Pearson Correlation Sig. (2-tailed) N	.016 .754 384	.016 .754 384	.016 .754 384	.016 .754 384	.016 .754 384	.016 .754 384	.016 .754 384	.016 .754 384	.016 .754 384	.016 .754 384	.016 .754 384
Broader Range	Pearson Correlation Sig. (2-tailed) N	.153** .002 390	.117** .021 396	.042 .394 405	.082 .295 408	.066 .186 408	.362** .004 405	.288** .000 400	.239** .000 400	.146** .004 405	1.000 .004 403	-.242** .000 407
Not High Priority	Pearson Correlation Sig. (2-tailed) N	-.394** .000 394	-.428** .000 403	-.324** .000 391	-.055 .262 412	.018 .709 413	-.125** .021 339	-.297** .000 210	-.034 .500 405	-.101** .043 403	-.242** .000 407	1.000 413

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Pro Marketing attitudes were also significantly correlated with several of the independent variables used in this study. They were positively correlated with respondents' years of experience and number of years since the respondent had completed their education. This suggested that librarians with more experience had more appreciation for the need for marketing of library services. There was also a positive correlation with number of librarians in the respondent's system, which suggested that larger libraries would have either a greater need or greater resources for marketing.

Anti Marketing attitudes showed statistically significant correlations with several variables. They were negatively correlated with both Pro Marketing attitudes and Marketing Knowledge and Experience, which suggested that negative attitudes about marketing may result from a lack of understanding about, and experience with, marketing techniques. Anti Marketing was also negatively correlated with community income, which may mean that libraries in lower income communities may not see the need, or have the resources, to market their services.

Marketing Knowledge and Experience was positively correlated with years of library experience. This indicated that marketing techniques were likely to be learned over the entire course of a librarian's career.

A previous empirical study (Doherty, Sakar & Smith, 1995) found that libraries that offered a broader range of services tended to engage in more marketing related activities. This was confirmed in the present study, because both Pro Marketing and Marketing Knowledge and Experience were positively correlated to agreement with questionnaire item number 28 that stated "My library offers a broader range of services than others in the area." This suggested that librarians who work in libraries that offer a

broader range of services learn to appreciate the importance of making the public fully aware of these services.

One of the other items in the questionnaire (question number 27) examined agreement with the statement “Marketing is not a high priority in my library.” Agreement with this statement correlated positively and strongly with Anti Marketing attitudes, and negatively with both Pro Marketing attitudes and Marketing Knowledge and Experience. This suggested that librarians’ attitudes and interests were influenced by the environment in which they work.

The final phase of the analysis used the statistical technique of analysis of variance, or ANOVA (Cronk, 1999; Hafner, 1998), to examine relationships between the dependent variables in this study (attitudes toward marketing) and the independent variables (characteristics of the respondents and their library’s community). ANOVA determines whether differences in the mean (average) scores on a scaled item are statistically significant for different subgroups of respondents. Table 16 shows that differences in mean scores on Pro Marketing were statistically significant (at the .05 level of significance) for the independent variable of job responsibility. As indicated in the graph for Table 16, administrators and public service librarians tended to have more positive attitudes toward marketing than reference or technical service librarians.

Table 17 shows that both those who had taken a marketing course or workshop in the past 5 years, and also those who took one more than 5 years ago, had higher mean scores on positive attitudes toward marketing that were statistically significant as compared with those who had never taken such a course or workshop. Table 18 shows that those who completed their library education 16 or more years ago tended to have

Table 16

ANOVA of Mean Scores on Pro Marketing Attitude Scale, By Job Responsibility

ANOVA

Pro Marketing

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	19.370	6	3.228	3.309	.003
Within Groups	375.598	385	.976		
Total	394.968	391			

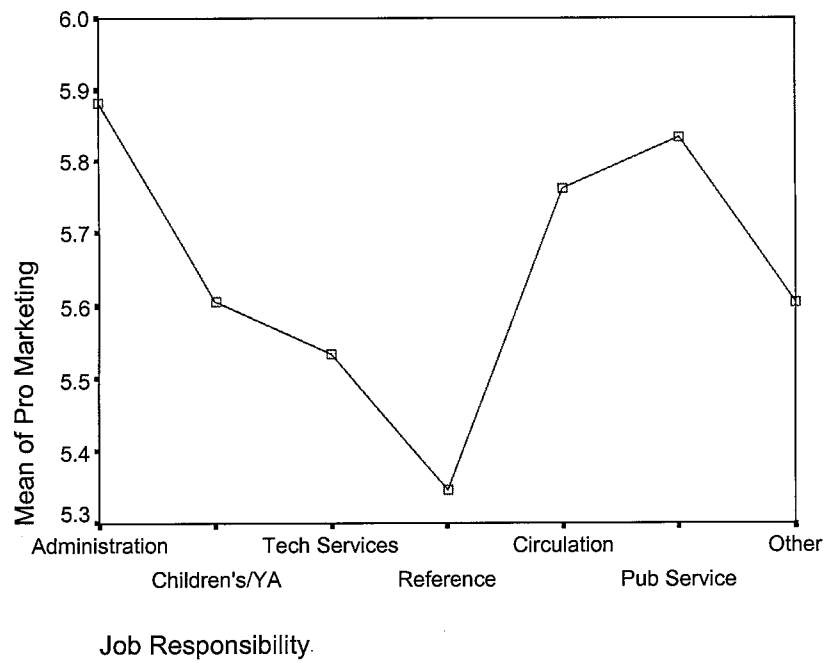


Table 17

ANOVA of Mean Scores on Pro Marketing Attitude Scale, By Course/Workshop

ANOVA

Pro Marketing					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	38.637	2	19.318	21.036	.000
Within Groups	356.313	388	.918		
Total	394.950	390			

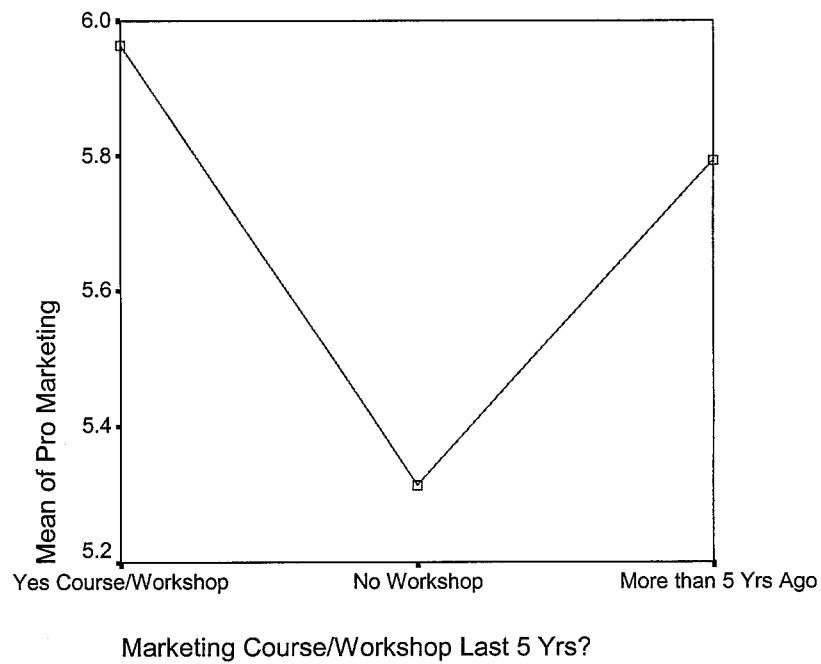


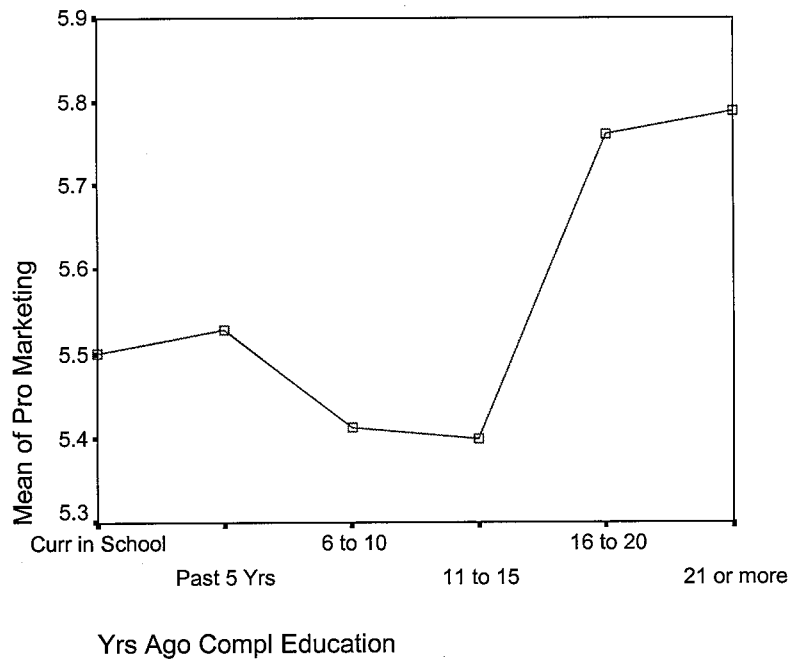
Table 18

ANOVA of Mean Scores on Pro Marketing Attitude Scale, By Years Since Completion
of Education

ANOVA

Pro Marketing

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	11.542	5	2.308	2.312	.043
Within Groups	385.493	386	.999		
Total	397.035	391			



more positive attitudes toward marketing than those who completed their education more recently. Table 19 also shows that those with more experience tended to have more positive attitudes toward marketing. (These results are similar to the correlation results shown in Table 15).

The Anti Marketing results were essentially the reverse of the Pro Marketing results. For example, Table 20 shows that those who had never taken a marketing course or workshop had more negative attitudes toward marketing than those who had. This indicates that negative attitudes may be a result of lack of exposure to accurate marketing information.

Marketing Knowledge and Experience tended to follow the same patterns as Pro Marketing and the correlations discussed earlier. Table 21 shows that mean scores for knowledge and experience were higher for those with more library experience, Table 22 shows that mean scores were higher for those who had taken a course or workshop, and Table 23 shows that technical service librarians had significantly lower scores than the other groups. It may be that those who work in technical services have less responsibility for communicating with the public, or simply less interest.

Table 24 indicates that women in the sample had more positive attitudes toward marketing than did men, and that this was statistically significant at the .05 level. This finding was unexpected and seems to have no obvious interpretation. There may be too few men in this sample for these results to be considered valid.

ANOVA was also used to test for differences between mean scores for other variables, but no additional results were found to be statistically significant.

Table 19

ANOVA of Mean Scores on Pro Marketing Attitude Scale, By Experience

ANOVA

Pro Marketing					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	12.256	4	3.064	3.091	.016
Within Groups	384.609	388	.991		
Total	396.864	392			

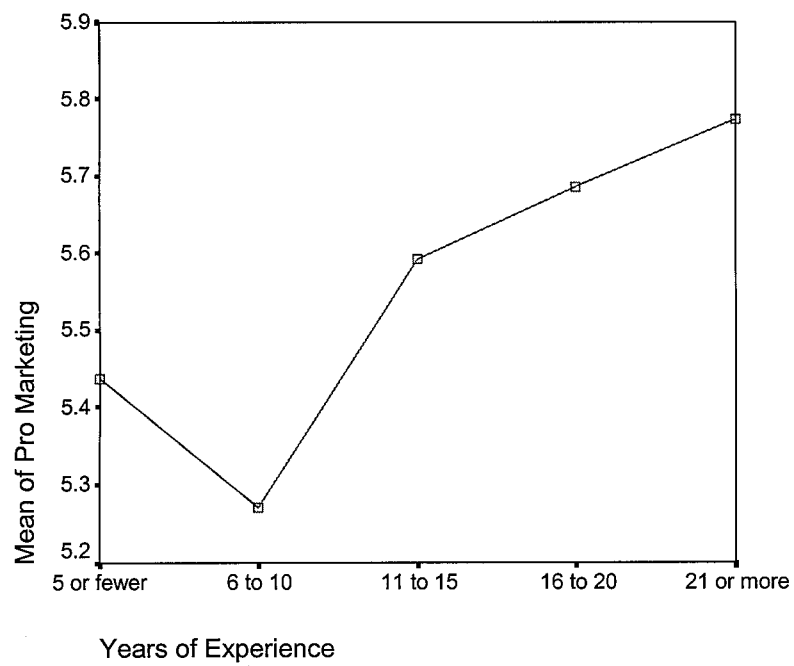


Table 20

ANOVA of Mean Scores on Anti Marketing Attitude Scale, By Course/Workshop

ANOVA

Anti Marketing

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	38.128	2	19.064	17.242	.000
Within Groups	438.964	397	1.106		
Total	477.092	399			

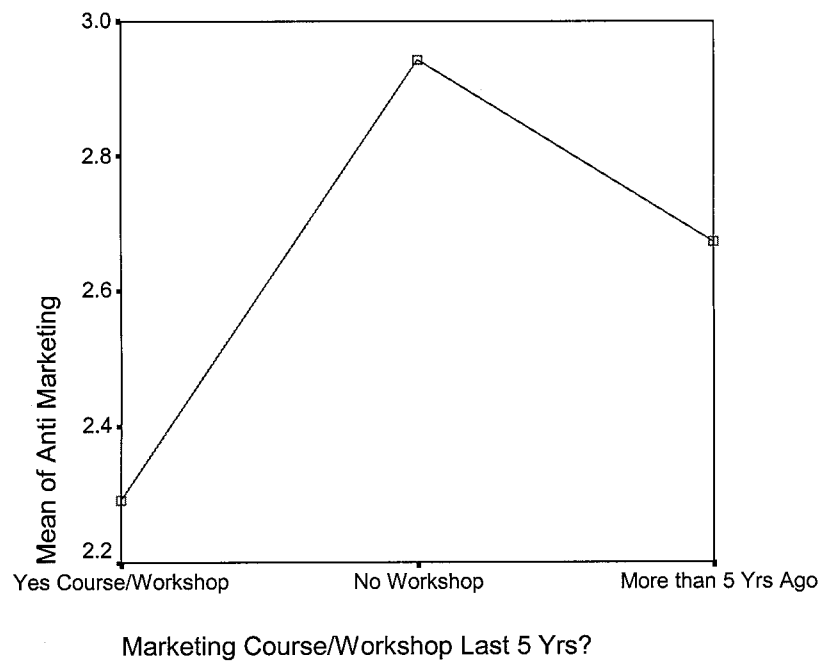


Table 21

ANOVA of Mean Scores on Marketing Knowledge and Experience Scale, By Years of Library Experience

ANOVA

Mktg Knowledge & Experience

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	17.380	4	4.345	2.463	.045
Within Groups	679.178	385	1.764		
Total	696.558	389			

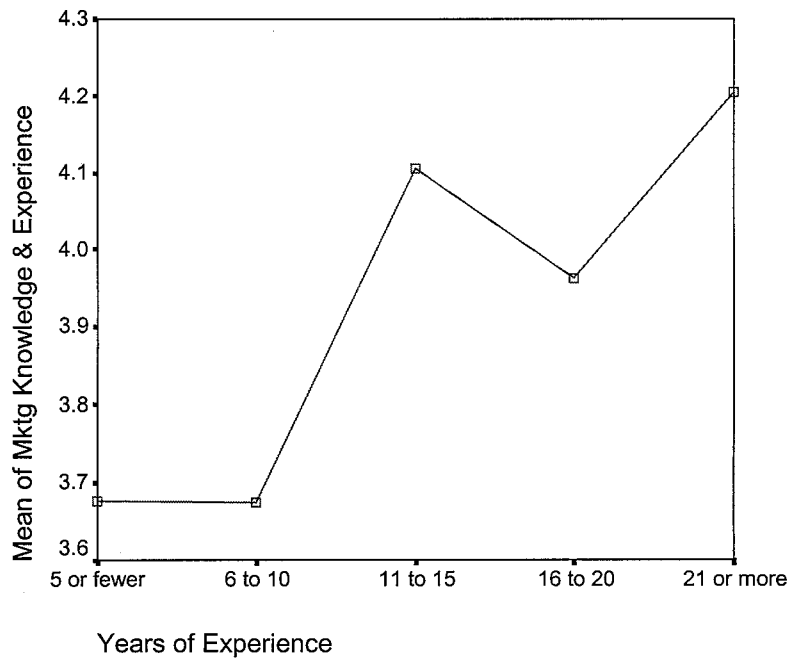


Table 22

ANOVA of Mean Scores on Marketing Knowledge and Experience Scale, By Having

Taken a Course/Workshop

ANOVA

Mktg Knowledge & Experience

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	140.632	2	70.316	48.862	.000
Within Groups	554.041	385	1.439		
Total	694.672	387			

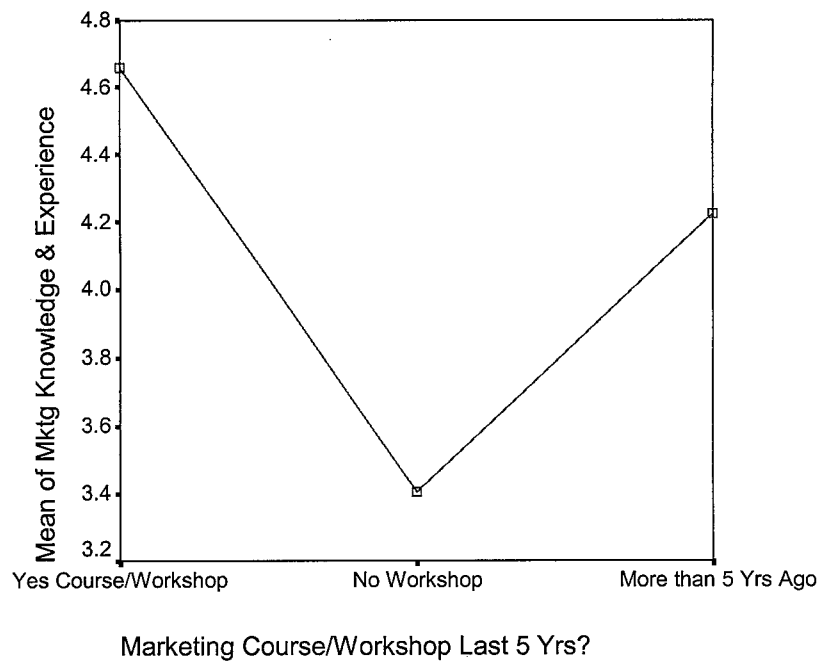


Table 23

ANOVA of Mean Scores on Marketing Knowledge and Experience Scale, By Job

Responsibility

ANOVA

Mktg Knowledge & Experience

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	152.907	6	25.484	17.898	.000
Within Groups	545.340	383	1.424		
Total	698.247	389			

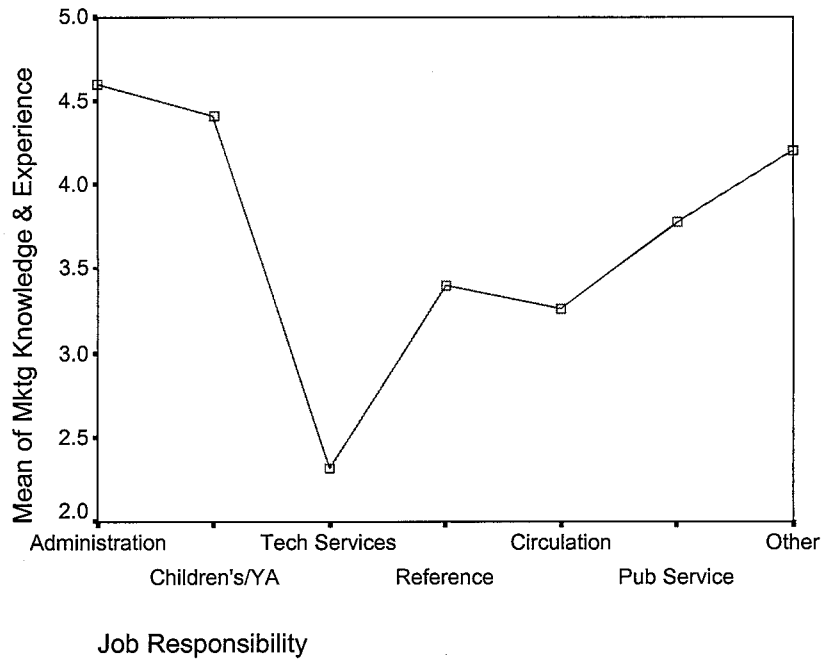


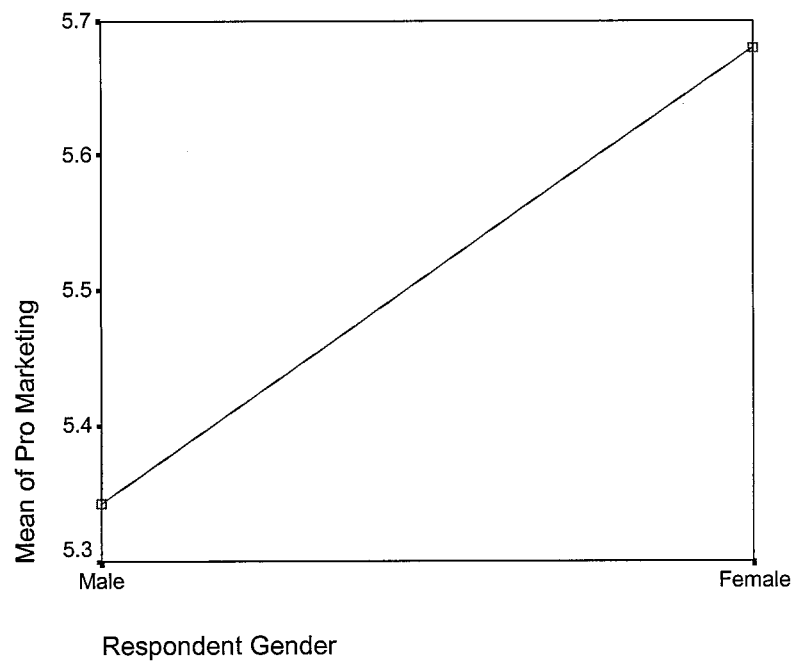
Table 24

ANOVA of Mean Scores on Pro Marketing Attitude Scale, By Gender

ANOVA

Pro Marketing

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5.093	1	5.093	4.984	.026
Within Groups	384.243	376	1.022		
Total	389.337	377			



CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Summary

Public librarians are becoming aware of the importance of marketing library services to the public, and many books and articles applying marketing techniques to libraries are now available. However, very few studies have examined the attitudes of librarians toward marketing. Some writers have speculated that many librarians lack knowledge of marketing, have negative attitudes toward marketing, or believe that marketing is relevant only to businesses but not to libraries.

The purpose of this study was to survey a sample of New Jersey public librarians regarding their attitudes toward marketing and relate these attitudes to a number of other variables. Questionnaires were sent to all individual members of the New Jersey Library Association, and 414 usable responses were obtained.

In terms of respondent characteristics, most of the respondents had at least an MLS degree and more than 15 years of library work experience. Fewer than 5% had taken a marketing course as part of their library education, but about half had taken at least a workshop in marketing at some point in their careers. Approximately one third of the respondents stated that their primary job responsibility was library administration.

Most of the respondents worked in communities with a population of less than 50,000, and with community income levels of average or higher. Most worked in libraries with 6 or fewer librarians in their branch and 17 or fewer in their system as a whole.

Conclusions

Most of the respondents tended to express generally positive attitudes toward marketing. However, there were some statistically significant differences between subgroups. For example, more positive attitudes toward marketing were expressed by administrators and public service librarians than by reference and technical services librarians. Those with more years of library work experience and those who had taken a course or workshop in marketing also expressed more positive attitudes toward marketing.

Respondents who scored higher on marketing knowledge and experience tended to include administrators and those with more library experience. Not surprisingly, those with higher scores in marketing knowledge and experience tended to have taken a course or workshop in marketing and also expressed more positive attitudes toward marketing.

Scores on both marketing knowledge and experience and positive attitudes toward marketing were higher for respondents who believed that their libraries offered a broader range of services than other libraries, and for those who perceived marketing to be a higher priority in their libraries.

Implications of the Study

Public library administrators who want to instill positive attitudes toward marketing in librarians and encourage them to increase their marketing knowledge and experience should first create an environment where everyone understands that marketing is a high priority. Incentives should be provided for librarians to continue their education by taking courses or workshops in library marketing. Even older librarians with many

years of experience appear to be interested in expanding their knowledge of library marketing techniques. Once they have received this training, librarians should be given time to become directly involved in library marketing activities. Also, if there is a consensus that marketing of library services is important, courses in marketing should be added to library education programs.

Recommendations for Future Research

The results of this study are limited to the attitudes of a sample of public librarians in New Jersey. Future research could examine the attitudes toward marketing of other types of librarians (e.g. school librarians, college and university librarians, etc.) or librarians in other states or countries. The respondents in this study were also relatively older and more experienced, including a large proportion of administrators. Future research could investigate whether the attitudes of younger, less experienced librarians are comparable.

APPENDIX A

Librarian Survey

Part I: Please **circle** the number in the right column that corresponds to your level of agreement with each statement on the left.

1. Marketing is relevant to the needs of libraries.	Strongly Agree	7 – 6 – 5 – 4 – 3 – 2 – 1	Strongly Disagree
2. I am knowledgeable about marketing techniques.	Strongly Agree	7 – 6 – 5 – 4 – 3 – 2 – 1	Strongly Disagree
3. Libraries should market themselves more like businesses do.	Strongly Agree	7 – 6 – 5 – 4 – 3 – 2 – 1	Strongly Disagree
4. Development of new library products & services is important.	Strongly Agree	7 – 6 – 5 – 4 – 3 – 2 – 1	Strongly Disagree
5. Determining how much to charge for some library services is important.	Strongly Agree	7 – 6 – 5 – 4 – 3 – 2 – 1	Strongly Disagree
6. Effective promotion of library services is important.	Strongly Agree	7 – 6 – 5 – 4 – 3 – 2 – 1	Strongly Disagree
7. Finding new ways to deliver services to patrons is important.	Strongly Agree	7 – 6 – 5 – 4 – 3 – 2 – 1	Strongly Disagree
8. Marketing is primarily about providing better products and services to the consumer.	Strongly Agree	7 – 6 – 5 – 4 – 3 – 2 – 1	Strongly Disagree
9. I have been personally involved in marketing library services.	Strongly Agree	7 – 6 – 5 – 4 – 3 – 2 – 1	Strongly Disagree
10. Marketing is primarily used to persuade people to buy things they don't really need.	Strongly Agree	7 – 6 – 5 – 4 – 3 – 2 – 1	Strongly Disagree
11. Marketing is too costly for most libraries.	Strongly Agree	7 – 6 – 5 – 4 – 3 – 2 – 1	Strongly Disagree
12. It is more difficult to apply marketing techniques to libraries than to businesses.	Strongly Agree	7 – 6 – 5 – 4 – 3 – 2 – 1	Strongly Disagree
13. Marketing uses up resources that could be better used to provide more services.	Strongly Agree	7 – 6 – 5 – 4 – 3 – 2 – 1	Strongly Disagree
14. Knowing more about marketing techniques would be helpful to my work.	Strongly Agree	7 – 6 – 5 – 4 – 3 – 2 – 1	Strongly Disagree
15. Marketing is mostly hype and hustle.	Strongly Agree	7 – 6 – 5 – 4 – 3 – 2 – 1	Strongly Disagree
16. Public libraries should never impose charges for their services.	Strongly Agree	7 – 6 – 5 – 4 – 3 – 2 – 1	Strongly Disagree
17. Good public relations activities are important for a library.	Strongly Agree	7 – 6 – 5 – 4 – 3 – 2 – 1	Strongly Disagree

- | | | | |
|---|----------------|---------------------------|-------------------|
| 18. Marketing tries to satisfy people's wants & needs while also achieving the goals of the organization. | Strongly Agree | 7 – 6 – 5 – 4 – 3 – 2 – 1 | Strongly Disagree |
| 19. Marketing is inconsistent with the professionalism of a librarian. | Strongly Agree | 7 – 6 – 5 – 4 – 3 – 2 – 1 | Strongly Disagree |
| 20. It is important to make the public aware of everything the library has to offer. | Strongly Agree | 7 – 6 – 5 – 4 – 3 – 2 – 1 | Strongly Disagree |
| 21. Libraries need marketing to survive in an increasingly competitive environment. | Strongly Agree | 7 – 6 – 5 – 4 – 3 – 2 – 1 | Strongly Disagree |
| 22. Marketing is unnecessary because we barely have enough resources to meet current demand for library services. | Strongly Agree | 7 – 6 – 5 – 4 – 3 – 2 – 1 | Strongly Disagree |
| 23. Library school programs should require a course in marketing. | Strongly Agree | 7 – 6 – 5 – 4 – 3 – 2 – 1 | Strongly Disagree |
| 24. If a library already provides a full range of services, there isn't much need for marketing. | Strongly Agree | 7 – 6 – 5 – 4 – 3 – 2 – 1 | Strongly Disagree |
| 25. It is important to constantly monitor the wants & needs of potential patrons. | Strongly Agree | 7 – 6 – 5 – 4 – 3 – 2 – 1 | Strongly Disagree |
| 26. Libraries don't need marketing because people already know what services we offer. | Strongly Agree | 7 – 6 – 5 – 4 – 3 – 2 – 1 | Strongly Disagree |
| 27. Marketing is not a high priority in my library. | Strongly Agree | 7 – 6 – 5 – 4 – 3 – 2 – 1 | Strongly Disagree |
| 28. My library offers a broader range of services than others in the area. | Strongly Agree | 7 – 6 – 5 – 4 – 3 – 2 – 1 | Strongly Disagree |

Part II: For each of these marketing-related activities, please **circle a number** to indicate the degree to which they are part of your work, **and** how important you believe each is to the library.

Activity	Part of My Work			Importance to the Library		
a. advertising/promotion	Large Part	7-6-5-4-3-2-1	None	Very	7-6-5-4-3-2-1	Not at all
b. mailings/newsletters	Large Part	7-6-5-4-3-2-1	None	Very	7-6-5-4-3-2-1	Not at all
c. patron surveys	Large Part	7-6-5-4-3-2-1	None	Very	7-6-5-4-3-2-1	Not at all
d. attracting new patrons	Large Part	7-6-5-4-3-2-1	None	Very	7-6-5-4-3-2-1	Not at all
e. developing new services	Large Part	7-6-5-4-3-2-1	None	Very	7-6-5-4-3-2-1	Not at all
f. maintaining a patron database	Large Part	7-6-5-4-3-2-1	None	Very	7-6-5-4-3-2-1	Not at all
g. website design/maintenance	Large Part	7-6-5-4-3-2-1	None	Very	7-6-5-4-3-2-1	Not at all
h. other (please specify) _____	Large Part	7-6-5-4-3-2-1	None	Very	7-6-5-4-3-2-1	Not at all

Part III

1. **In what type of library do you work? (check one)**
- Public Library _____
- College/University Library _____
- School Library _____
- Special Library _____
- Other (please specify) _____
- Retired/Not currently employed _____
2. **What is your primary job responsibility? (check one)**
- Library administration _____
- Public Service Librarian _____
- Technical Services _____
- Reference _____
- Circulation _____
- Children's/Young Adult _____
- Library educator _____
- Other (please specify) _____
3. **What is the highest level of education you have achieved: (check one)**
- Less than a Bachelor's Degree _____
- Bachelor's Degree _____
- Library/Media Certification _____
- Master's in Library Science (MLS) _____
- Other Master's Degree _____
- MLS plus another Master's Degree _____
- Doctorate _____
4. **Did you take a course in marketing as part of your library education?**
Yes ____ No ____ No Library Education ____
5. **Have you attended a course or workshop on marketing in the last 5 years?**
Yes ____ No ____ I last took one more than 5 years ago ____
6. **About how many years ago did you complete your library education: (check one)**
a. Currently in school _____
b. Within the past 5 years _____
c. Between 5 and 10 years ago _____
d. Between 10 and 15 years ago _____
e. Between 15 and 20 years ago _____
f. More than 20 years ago _____
7. **About how many years of library experience do you have?**
a. 5 or fewer _____
b. 6 to 10 _____
c. 11 to 15 _____
d. 16 to 20 _____
e. 21 or more _____
8. **What is your gender:** Male _____ Female _____
9. **What is your age? (check one):**
a. 25 or under _____
b. 26-35 _____
c. 36-45 _____
d. 46-55 _____
e. 56-65 _____
f. 66 or older _____
10. **About how many professional librarians are employed by your library?**
a. In your location or branch? _____
b. In your entire library system? _____
11. **What is the approximate population of the community served by your library?**
a. below 25,000 _____
b. 25,000 to 49,999 _____
c. 50,000 to 99,999 _____
d. 100,000 to 199,999 _____
e. 200,000 to 399,999 _____
f. 400,000 to 799,999 _____
g. 800,000 to 999,999 _____
h. 1 million or above _____
12. **How would you describe the income level of the community served by your library?**
a. Affluent _____
b. Above Average _____
c. Average _____
d. Below Average _____
e. Low Income _____

Thank you for your participation. Please add any other comments you would like to make in the space below or on the reverse side.

APPENDIX B

February 21, 2001

Dear Librarian:

Could you please spare a few minutes to complete the enclosed brief questionnaire?

As a graduate library student at Rowan University, I am conducting research for my Master's thesis under the supervision of Dr. Marilyn Shontz. The purpose of the research is to identify librarians' attitudes and opinions concerning the marketing of library services. Your input will be very important to this study.

Please complete the enclosed questionnaire and return it to me in the envelope provided, at your earliest convenience (preferably by March 10). Participation in the survey is voluntary, and you need not identify yourself. All responses will be anonymous.

If you have any questions or concerns regarding this survey, you may contact me at park6301@rowan.edu. You may also contact my advisor at shontz@rowan.edu.

Thank you in advance for your time and willingness to participate.

Sincerely,

Jon C. Parker

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